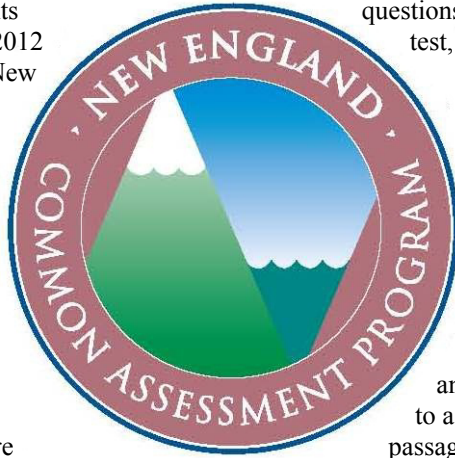


# About The New England Common Assessment Program



This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2012 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2012-2013

## School Results

**School:** Governor James B Longley Elem

**District:** Lewiston School Department

**Code:** 1088-1286





# Fall 2012 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2012-2013

### Grade Level Summary Report

School: Governor James B Longley Elem  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1286

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	32			396			13,593			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	31	32		382	385		13,230	13,255		97	100		96	97		97	98	
With an approved accommodation	18	19		102	104		2,554	2,640		58	59		27	27		19	20	
Current LEP Students	16	17		78	80		434	451		52	53		20	21		3	3	
With an approved accommodation	9	10		39	40		189	206		56	59		50	50		44	46	
IEP Students	9	9		60	61		1,951	1,958		29	28		16	16		15	15	
With an approved accommodation	9	9		39	40		1,430	1,452		100	100		65	66		73	74	
Students not tested in NECAP	1	0		14	11		363	338		3	0		4	3		3	2	
State Approved	1	0		11	9		214	204		100			79	82		59	60	
Alternate Assessment	0	0		9	9		188	184		0			82	100		88	90	
First Year LEP	1	0		1	0		6	0		100			9	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0			0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0			0	0		0	0	
Special Consideration	0	0		1	0		20	20		0			9	0		9	10	
Other	0	0		3	2		149	134		0			21	18		41	40	

### NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	32	1	0	31	0	0	7	23	9	29	15	48	330	382	8	43	27	22	340	13,230	12	56	20	12	345
MATH	32	0	0	32	0	0	7	22	12	38	13	41	331	385	8	39	26	26	339	13,255	15	47	23	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2012 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2012-2013

### Reading Results

**School:** Governor James B Longley Elem  
**District:** Lewiston School Department  
**State:** Maine  
**Code:** 1088-1286

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

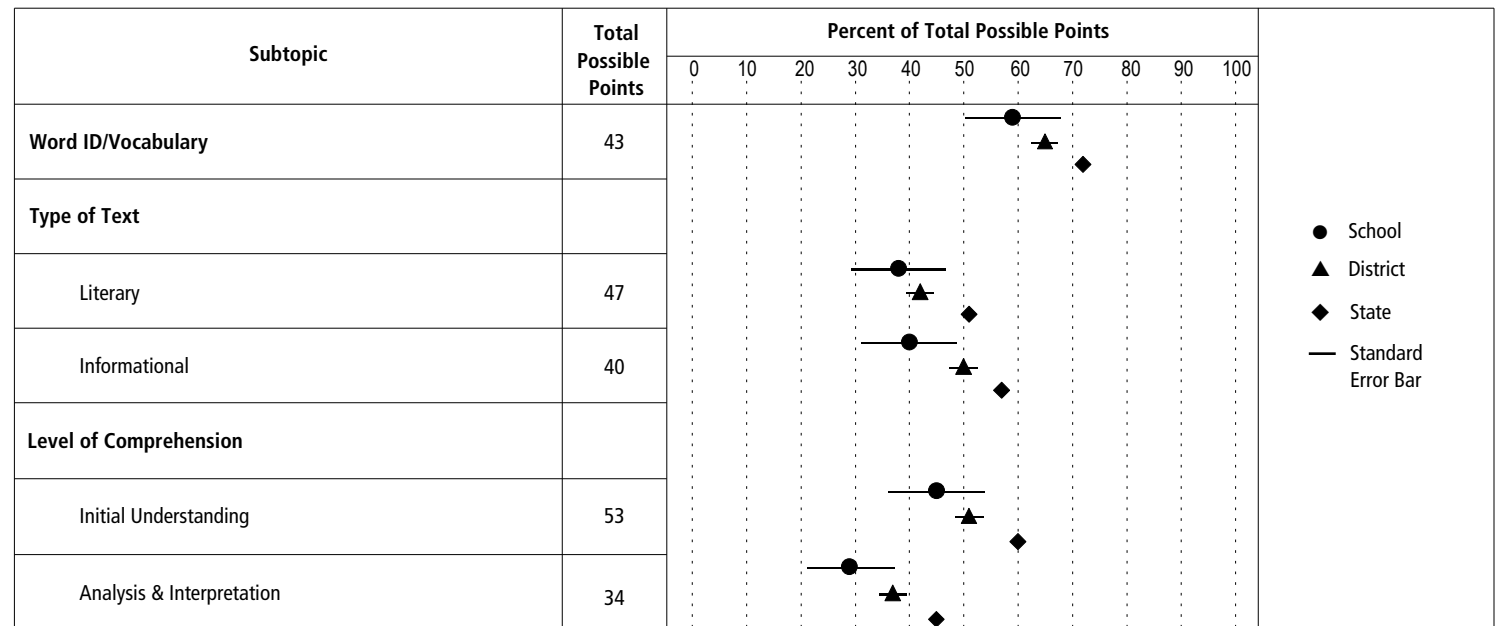
(Scaled Score 331–339)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	41	3	0	38	0	0	6	16	12	32	20	53	329
2011-12	45	2	1	42	0	0	8	19	16	38	18	43	330
<b>2012-13</b>	<b>32</b>	<b>1</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>23</b>	<b>9</b>	<b>29</b>	<b>15</b>	<b>48</b>	<b>330</b>
Cumulative Total	118	6	1	111	0	0	21	19	37	33	53	48	330
<b>District</b>													
2010-11	357	21	6	330	32	10	160	48	57	17	81	25	341
2011-12	391	10	4	377	48	13	171	45	74	20	84	22	341
<b>2012-13</b>	<b>396</b>	<b>11</b>	<b>3</b>	<b>382</b>	<b>31</b>	<b>8</b>	<b>166</b>	<b>43</b>	<b>102</b>	<b>27</b>	<b>83</b>	<b>22</b>	<b>340</b>
Cumulative Total	1,144	42	13	1,089	111	10	497	46	233	21	248	23	341
<b>State</b>													
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
<b>2012-13</b>	<b>13,593</b>	<b>214</b>	<b>149</b>	<b>13,230</b>	<b>1,631</b>	<b>12</b>	<b>7,436</b>	<b>56</b>	<b>2,635</b>	<b>20</b>	<b>1,528</b>	<b>12</b>	<b>345</b>
Cumulative Total	40,365	685	348	39,332	5,506	14	22,107	56	7,449	19	4,270	11	345







# Fall 2012 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2012-2013

### Disaggregated Reading Results

School: Governor James B Longley Elem  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1286

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	32	1	0	31	0	0	7	23	9	29	15	48	330	382	8	43	27	22	340	13,230	12	56	20	12	345
Gender																									
Male	16	1	0	15	0	0	3	20	2	13	10	67	329	190	6	40	27	27	338	6,817	10	55	22	14	343
Female	16	0	0	16	0	0	4	25	7	44	5	31	331	192	10	47	27	16	342	6,413	15	58	18	9	347
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										15	7	33	40	20	338	239	11	47	26	15	343
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	4	57	26	13	342
Asian	0	0	0	0										5						223	19	50	20	12	346
Black or African American	21	1	0	20	0	0	4	20	9	45	7	35	331	114	4	32	35	30	335	445	4	39	28	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	6	50	28	17	341
White	10	0	0	10	0	0	3	30	0	0	7	70	330	239	10	51	21	18	343	11,991	13	57	19	11	345
Two or more races	1	0	0	1										9						200	16	52	19	14	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	17	1	0	16	0	0	3	19	7	44	6	38	330	78	0	26	36	38	331	434	4	39	27	30	336
Former LEP student - monitoring year 1	0	0	0	0										2						10	40	30	20	10	353
Former LEP student - monitoring year 2	0	0	0	0										1						6					
All Other Students	15	0	0	15	0	0	4	27	2	13	9	60	331	301	10	48	24	18	342	12,780	13	57	20	11	345
IEP																									
Students with an IEP	9	0	0	9										60	0	18	22	60	328	1,951	2	31	29	38	334
All Other Students	23	1	0	22	0	0	6	27	8	36	8	36	332	322	10	48	28	15	342	11,279	14	61	18	7	347
SES																									
Economically Disadvantaged Students	31	1	0	30	0	0	7	23	9	30	14	47	331	280	5	39	29	27	338	6,810	7	52	24	17	342
All Other Students	1	0	0	1										102	16	56	21	8	347	6,420	18	61	16	6	348
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	32	1	0	31	0	0	7	23	9	29	15	48	330	382	8	43	27	22	340	13,225	12	56	20	12	345
Title I																									
Students Receiving Title I Services	27	1	0	26	0	0	5	19	8	31	13	50	330	127	0	28	32	40	332	4,261	6	46	29	19	340
All Other Students	5	0	0	5										255	12	51	24	13	344	8,969	15	61	16	8	347
504 Plan																									
Students with a 504 Plan	6	0	0	6										14	0	50	29	21	338	265	10	61	19	10	346
All Other Students	26	1	0	25	0	0	5	20	8	32	12	48	330	368	8	43	27	22	340	12,965	12	56	20	12	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2012 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2012-2013

### Mathematics Results

**School:** Governor James B Longley Elem  
**District:** Lewiston School Department  
**State:** Maine  
**Code:** 1088-1286

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

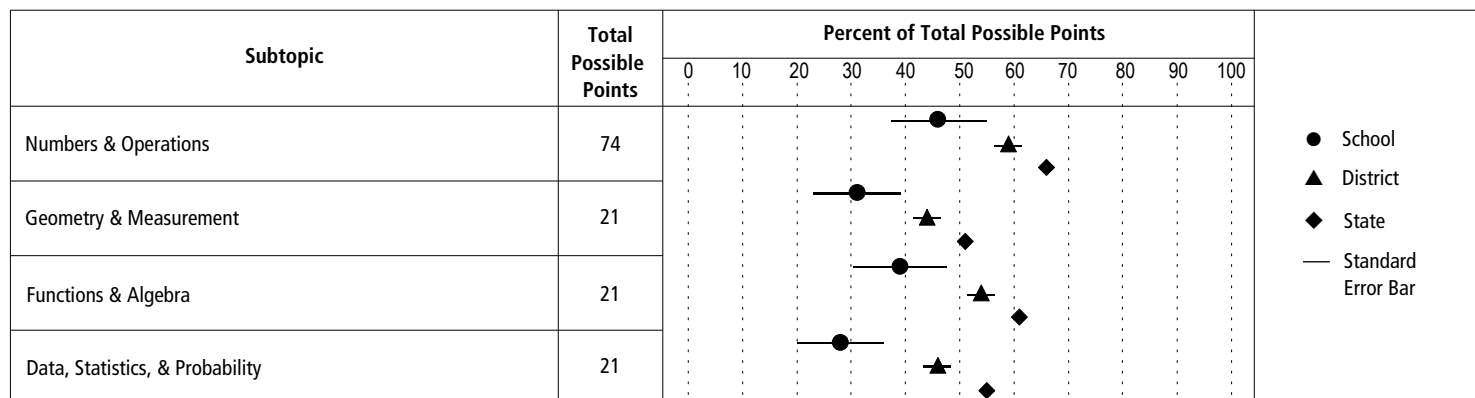
(Scaled Score 332–339)

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2010-11	41	0	0	41	0	0	3	7	8	20	30	73	324
2011-12	45	1	1	43	0	0	8	19	6	14	29	67	326
<b>2012-13</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>22</b>	<b>12</b>	<b>38</b>	<b>13</b>	<b>41</b>	<b>331</b>
Cumulative Total	118	1	1	116	0	0	18	16	26	22	72	62	327
<b>District</b>													
2010-11	357	11	6	340	36	11	131	39	74	22	99	29	338
2011-12	391	9	2	380	47	12	154	41	74	19	105	28	339
<b>2012-13</b>	<b>396</b>	<b>9</b>	<b>2</b>	<b>385</b>	<b>30</b>	<b>8</b>	<b>152</b>	<b>39</b>	<b>101</b>	<b>26</b>	<b>102</b>	<b>26</b>	<b>339</b>
Cumulative Total	1,144	29	10	1,105	113	10	437	40	249	23	306	28	339
<b>State</b>													
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
<b>2012-13</b>	<b>13,593</b>	<b>204</b>	<b>134</b>	<b>13,255</b>	<b>1,988</b>	<b>15</b>	<b>6,183</b>	<b>47</b>	<b>3,038</b>	<b>23</b>	<b>2,046</b>	<b>15</b>	<b>343</b>
Cumulative Total	40,365	596	332	39,437	6,390	16	18,193	46	8,927	23	5,927	15	343







# Fall 2012 - Beginning of Grade 3 NECAP Tests

## Grade 3 Students in 2012-2013

### Disaggregated Mathematics Results

School: Governor James B Longley Elem  
 District: Lewiston School Department  
 State: Maine  
 Code: 1088-1286

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	32	0	0	32	0	0	7	22	12	38	13	41	331	385	8	39	26	26	339	13,255	15	47	23	15	343
Gender																									
Male	16	0	0	16	0	0	3	19	7	44	6	38	334	193	5	42	26	27	338	6,836	15	48	22	15	343
Female	16	0	0	16	0	0	4	25	5	31	7	44	329	192	11	36	27	26	339	6,419	15	45	24	16	342
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										15	0	60	7	33	336	245	13	35	30	22	340
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						114	6	42	33	18	340
Asian	0	0	0	0										5						225	23	41	21	15	344
Black or African American	21	0	0	21	0	0	4	19	6	29	11	52	330	116	4	28	29	39	335	453	6	24	33	37	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						18	0	50	22	28	339
White	10	0	0	10	0	0	3	30	5	50	2	20	335	240	9	44	27	20	341	12,000	15	48	22	14	343
Two or more races	1	0	0	1										9						200	10	50	23	18	341
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	17	0	0	17	0	0	4	24	5	29	8	47	330	80	1	25	25	49	332	451	6	24	30	39	335
Former LEP student - monitoring year 1	0	0	0	0										2						10	40	30	20	10	349
Former LEP student - monitoring year 2	0	0	0	0										1						6					
All Other Students	15	0	0	15	0	0	3	20	7	47	5	33	333	302	9	43	27	21	340	12,788	15	47	23	15	343
IEP																									
Students with an IEP	9	0	0	9	0	0	7	30	8	35	8	35	333	61	0	15	30	56	329	1,958	4	29	28	39	335
All Other Students	23	0	0	23	0	0	7	30	8	35	8	35	333	324	9	44	26	21	340	11,297	17	50	22	11	344
SES																									
Economically Disadvantaged Students	31	0	0	31	0	0	7	23	12	39	12	39	331	283	5	35	28	33	336	6,827	8	42	28	22	340
All Other Students	1	0	0	1										102	17	52	22	10	345	6,428	22	52	18	8	346
Migrant																									
Migrant Students	0	0	0	0										0						5					
All Other Students	32	0	0	32	0	0	7	22	12	38	13	41	331	385	8	39	26	26	339	13,250	15	47	23	15	343
Title I																									
Students Receiving Title I Services	27	0	0	27	0	0	6	22	10	37	11	41	331	128	0	23	33	44	332	4,279	7	38	31	25	339
All Other Students	5	0	0	5										257	12	47	23	18	342	8,976	19	51	19	11	345
504 Plan																									
Students with a 504 Plan	6	0	0	6										14	14	36	29	21	339	265	14	54	18	14	343
All Other Students	26	0	0	26	0	0	5	19	9	35	12	46	330	371	8	40	26	27	339	12,990	15	47	23	15	343

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.